

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Linden Hill Elementary School
(As it should appear in the official records)

School Mailing Address 3415 Skyline Drive
(If address is P.O. Box, also include street address.)

City Wilmington State DE Zip Code+4 (9 digits total) 19808-1701

County New Castle County

Telephone (302) 454-3406 Fax (302) 454-3549

Web site/URL https://de01903704.schoolwires.net/lindenhill E-mail melissa.brady@redclay.k12.de.us

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

(Principal's Signature) Date _____

Name of Superintendent* Mr. Dorrell Green E-mail superintendent@redclay.k12.de.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Red Clay Consolidated School District Tel. (302) 552-3700

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Kecia Nesmith
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

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

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

- Urban (city or town)
 Suburban
 Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	29	36	65
1	57	67	124
2	42	42	84
3	47	48	95
4	58	40	98
5	37	53	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	270	286	556

*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):
- 1 % American Indian or Alaska Native
 - 23 % Asian
 - 13 % Black or African American
 - 8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 48 % White
 - 7 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 6%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	18
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	33
(4) Total number of students in the school as of October 1, 2020	563
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

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

English, Arabic, Japanese, Nepali, Russian, Chinese Mandarin, Thai, Spanish, Telugu, Marathi, Italian, Hindi, Chinese, Greek, Tamil, Urdu, Bengali, Vietnamese, Korean, Hebrew, Gujarati, Chinese Cantonese, Sinhala, Burmese

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

7. Students eligible for free/reduced-priced meals: 18 %

Total number students who qualify: 100

8. Students receiving special education services with an IEP or 504: 16 %
91 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>8</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>13</u> Other Health Impaired |
| <u>10</u> Developmental Delay | <u>19</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>25</u> Speech or Language Impairment |
| <u>1</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: 5
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.	31
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
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.	5

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 18:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	97%	96%	96%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

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

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

Yes No

If yes, select the year in which your school received the award. 2012

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

To develop compassionate lifelong learners in a leadership-focused school community. Vision: Linden Hill will be recognized as a leader in maximizing each student's learning experience by creating an inclusive, equitable, culturally sensitive, and emotionally supportive environment.

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

<https://www.redclayschools.com/site/handlers/filedownload.ashx?moduleinstanceid=1131&dataid=1126&FileName=4002NondiscriminationinEmployment.pdf>

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

PART III – SCHOOL OVERVIEW

When asked what it means to be a Linden Hill Lion, one of the first things that comes to mind is the chance to be part of a family. Nestled in a suburban neighborhood in Pike Creek, Delaware, Linden Hill draws a diverse population; students come to us from around the globe and speak a variety of languages. While we primarily house students from the surrounding neighborhoods, our noteworthy state test scores, special programs, and positive reputation attract those from within and outside of the Red Clay Consolidated School District. As a result of these appealing qualities, as well as being one of only a few elementary schools in Delaware to offer innovative programming, including Chinese Language Arts classes and The Leader in Me, we maintain a lengthy wait list of applicants hoping to become part of our school. Our reputation for offering a top-notch educational experience and preparing our student leaders for a bright future is something that we are proud of.

Upon entering Linden Hill, you will notice that the hallways are lined with student work, leadership language, and welcoming faces. Beginning in the 2015-16 school year, we began a schoolwide implementation of The Leader In Me (LIM) program. As a LIM school, our lions employ leadership skills throughout the school day by demonstrating the 7 Habits of Happy Kids. These habits include Be Proactive, Begin with the End in Mind, Put First Things First, Think Win Win, Seek First to Understand Then to be Understood, Synergize and Sharpen the Saw. Our school's mission is "To develop compassionate lifelong learners in a leadership-focused school community." Our Linden Hill lions are encouraged to "Love, Lead, Learn" and are positively reinforced for displaying leadership qualities through our Habit Hero recognition program. This is our version of what some schools offer through a Star of the Week program.

As we Seek First to Understand and meet the needs of the whole child, staff collaborate to identify student needs. Students who require additional social-emotional or behavior support are provided opportunities to receive targeted interventions. These include individual and group counseling, participation in Check-In/Check-Out, and movement breaks at our "Regulation Station." This is a specially designed area for students to choose regulation tools and strategies for mindfulness or physical movement. This continuum of services provide our students with opportunities for emotional regulation, resulting in more positive student outcomes.

Although many of our students excel academically, we provide a schoolwide multi-tiered system of support (MTSS) to promote academic growth. Our MTSS Teams collaborate with stakeholders to ensure individual needs are serviced through a variety of tiered interventions, including small groups, Talented and Gifted opportunities, and specially designed instruction. We are proud of our full-inclusion special education model, which includes push-in, pull-out, and co-teaching services in order to provide the most effective research-based instruction in the least restrictive environment.

Linden Hill also offers a variety of activities and programs before, during, and after school. During the instructional day, students have access to take learning outside at our recently constructed outdoor classroom. Throughout the building, students look forward to grade-level specific experiences, including the kindergarten Chinese Language special, second grade gingerbread house construction, and live morning announcements from fourth and fifth graders. Outside of school hours, the on-site Boys and Girls Club provides students with social opportunities. We encourage our students to Sharpen the Saw through participation in extracurricular activities such as Girls on the Run, Lego League, Drama Kids, Computer Kids, Coding, and the school musical.

At Linden Hill, we Synergize through consistent communication with families and community members. Families receive a weekly newsletter from building administration regarding school wide events. Homeroom teachers provide weekly communications and daily updates through Class Dojo. We Think Win-Win by supporting families in need through our annual Giving Tree and Harvest Helpers around the holiday season. We have established partnerships with other schools within Red Clay to provide food and clothing donations. Our active Parent Teacher Association contributes to the positive climate and inclusive family atmosphere.

Though the last two years have been unprecedented, the Linden Hill community has shown incredible resilience. We have embodied the 7 Habits of the LIM through development of COVID-19 safe activities such as a staff car parade, a kindergarten Meet Your Teacher outside summer event, and virtual move-up ceremonies. Despite the challenges of virtual learning, staff went above and beyond by providing individualized drop-offs of supplies and food to families, as well as dedication to remain socially and emotionally connected to students.

As a Linden Hill family, we consistently embrace our school motto of Love. Lead. Learn. Our staff Begin With the End in Mind and aim to provide our developing young learners access to academic instruction, social-emotional supports, and extracurricular activities so they become confident and active leaders within their community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

At Linden Hill Elementary it is our mission that our students are lifelong learners. Our overarching philosophy focuses on accelerating learning and preparing students for success in current grade level content across all subject areas. Acceleration focuses on what students need right now to excel. In order to accelerate student learning teachers need to understand the content at each grade level, pinpoint student understanding through the use of formative and summative assessments, and plan for effective Tier 1 instruction. Providing practice and repetition and using engaging activities that cover critical concepts and skills helps all students be successful. Across subjects, teachers plan Tier 1 instruction and determine the whole class and small group needs. High interest reading and writing materials centered on Social Studies and Science concepts that align with our Language Arts curriculum provide opportunities for students to engage in cross-curricular discussions and build a deeper understanding in each. We provide students the opportunity to make personal connections and real-world applications through their speaking, listening, and writing. Just-in-time instruction paired with effective scaffolds, accommodations, language development and differentiation strategies are embedded within the Tier 1 instruction. Small groups are formed based on student needs that are identified through formal and informal assessments.

An integrated, Multi-Tiered System of Supports (MTSS) optimizes team based data-driven decision making across all subject areas and provides tiered interventions to meet the academic and nonacademic needs of all learners. Teachers administer an adaptive, computer-based universal screener (i-Ready) three times a year in the areas of Language Arts and Math. This screener, along with other data points, helps determine which students need additional support beyond Tier 1 instruction. Students who receive Tier 2 or Tier 3 instruction are provided with an extra 30 minutes of small group instruction based on a specific area of need. Progress is regularly tracked every other week for students who receive Tier 2 or Tier 3 instruction. This system of tiered supports allows the teachers at Linden Hill to intervene and provide targeted support to all learners.

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

The English Language Arts curriculum at Linden Hill takes a balanced approach that connects reading and writing with speaking and listening. Students receive an effective combination of whole group learning in the form of read alouds, shared reading, close reading, and shared writing as well as small group learning with explicit phonics instruction in differentiated guided reading groups.

While adhering to the Common Core State Standards (CCSS), teachers craft engaging instruction for the whole class that is designed to accelerate student learning. It is during this time that every student is exposed to rich literary and informational texts while focusing on the big ideas of a unit. Our teachers employ a gradual release model, where they begin with the “I Do” portion of instruction that models effective reading and writing strategies. This is when teachers delve into key ideas and details or explore authors' craft and text structure with students. Students develop close reading skills of the grade level text as they cite evidence to support their thinking. Students begin to integrate the targeted skills while they practice with teacher scaffolding and support during the collaborative “We Do” portion of the learning. Finally, students engage in the “You Do” portion, where they implement what they have learned independently. Students' comprehension is strengthened as they include their text based understanding in a writing piece that is directly related to the reading lesson. Whole group reading and writing instruction is further supported by differentiated small group instruction, where students receive targeted, skill-focused instruction to strengthen their ability in reading and writing.

As a Leader In Me (LIM) school, explicit instruction in reading is closely connected to the 7 Habits of Happy Kids and speaking and listening standards across all grade levels. Students participate as leaders throughout instruction as they initiate or respond to questions from their teachers and build off of responses

of their peers, while adhering to the conventions of conversation. They interactively participate in defining and using the related story vocabulary or connecting the central message of a story to a related LIM habit. Students verbalize their thoughts in turn and talks and whole class discussions.

Assessments are used as a tool to inform instruction formatively as well as a way to show student proficiency. Throughout instruction, teachers engage in questioning to determine students' understanding of key language, text structure, and vocabulary. At the end of each unit, authentic performance based assessments allow students to show the knowledge they've gained in both reading and writing to develop a writing piece using the main selection as a mentor text. Summative unit assessments are analyzed to measure students' mastery of standards and allow teachers to target additional areas of need. In addition to curricular assessments, teachers administer Informal Phonics Inventories (IPI), Words Their Way (WTW), and sight word assessments periodically to document student growth and form or adjust flexible groups. In kindergarten and first grade, teachers administer the Dynamic Indicator of Basic Early Literacy (DIBELS) to show reading readiness. In grades 2-5, students take the iReady online adaptive assessment to monitor student progress and personalize their learning. Teachers use each assessment as a piece of the big picture that allows them to support their students effectively.

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

All students at Linden Hill Elementary School learn rigorous mathematics focused on conceptual understanding, procedural skills and fluency, and application. All Linden Hill Elementary mathematics classrooms are based on five crucial structures: a helping community, building concepts, math talk, quick practice, and student leaders. These structures are interactive and ensure that children from all backgrounds learn mathematics at a deeper level. Mathematics instruction at Linden Hill is supported by the Math Expressions program which is aligned to the CCSS and funded by the National Science Foundation. When walking into a math classroom at Linden Hill student leadership is evident. Teachers and students have a shared responsibility which leads to improved math understanding and confidence. Students lead daily routines and learn how to be effective leaders by helping other students increase their mathematical language. Daily routines incorporate whole class choral responses allowing all students an equitable chance to participate. Students experience an inquiry path to learning that begins with a classroom community where students feel safe to take risks and share ideas. Building mathematical concepts and understanding starts by using objects, drawings, and real world situations to allow students to make sense of the mathematics. Explaining math thinking through the use of math talks provides opportunities for students to have dialogue about problem solving strategies and computational methods.

Teachers place student questioning at the heart of each lesson. Students explore the content of the lesson using an inquiry launch. As the learning unfolds, teachers make student thinking public and build deep conceptual understanding using math talk. The problem solving process of making sense of the problem, representing and solving the problem, and checking the reasonableness of the answer is embedded into daily problem solving lessons. Newly acquired knowledge is formalized through student conversations and practice. Finally, teachers continue to emphasize the key concepts from the lesson throughout the remainder of the school year.

Embedded into all kindergarten through fifth-grade lessons is a check for understanding. Each unit provides teachers with additional formative and summative assessments which allow teachers to monitor student understanding. Teachers score common assessments using district-created assessment rubrics and analyze data that focuses on the major work of the grade level. Built-in reengagement days are used to differentiate the learning for each student. Grade level teachers use Professional Learning Communities (PLC) time to analyze formative and summative assessment data to determine what standards need to be addressed during small group instruction. Using i-Ready data points in conjunction with other formative and summative assessments help determine if a student is in need of additional support via intervention or extension.

In order to effectively respond to unfinished teaching due to Covid-19, teachers are provided with on-demand professional development videos focused on pedagogical content knowledge. Curriculum videos are available for every lesson to ensure lesson objectives are being clearly instructed. Since March 2020 reengagement days were added to the pacing guide to allow for learning acceleration. Emphasis is placed on

major work of grade based on Achieve the Core recommendations and specific suggestions from the program author of Math Expressions. These ideas are integrated into the scope and sequence at each grade level.

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

Students at Linden Hill Elementary synergize with classmates by being immersed in hands-on, inquiry based learning in science. Investigations of the natural world are a driving force behind our school's science learning and instruction. Students learn through our phenomena-based curricula by seeking first to understand, then to be understood.

Our students receive science instruction through grade level interactive kits that explore several components of the science curriculum through Delaware Science Coalition and Amplify. The interactive instructional kits cover units of physical science, earth/space sciences, engineering and life sciences. Our science units follow the Next Generation Science Standards (NGSS) that align with our curriculum.

Students at Linden Hill investigate through hands-on kits and problem based learning developed by Delaware Science Coalition. An example from our classrooms would be students tasked with measuring the depth of "rain forest" water. Students would be challenged to collaborate, use scientific tools, real life examples, experience with our outdoor classroom, and collect data for deeper understanding of the topic.

Using the new Amplify curriculum, science lessons at Linden Hill are designed to provide students with a phenomenon that sparks curiosity to further investigate. An example in our classrooms would be students drawing their own conclusions about a scientific phenomenon by formulating questions in their science notebooks that they will work through collaboratively by engaging in various investigations that connect together.

Overall, students at Linden Hill explore science through multiple texts that are highly engaging and allow students to stop and think through their scientific investigations. Once students have worked through investigations, they will have the opportunity to demonstrate their understanding through Claim, Evidence and Reasoning (CER) assessments. The CER assessments pose questions that require deep critical thinking and writing. Each science unit has an associated assessment and hands on experiment. Various formative assessments build upon each other to form each unit summative assessment. Teachers use assessment data to inform their instruction.

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

Linden Hill Elementary follows the Delaware Recommended Curriculum (DRC) for the subject area of Social Studies. The curriculum includes teacher created and recommended units. The units incorporate lesson plans for statewide use that are supported by the Delaware Social Studies Coalition. The DRC places a focus on four content areas: Civics, Geography, Economics, and History. The concentration on the four concepts increases in rigor as students move up through grade levels. Embedded in each content area are benchmarks. The benchmarks and curriculum are prioritized for instruction in specific grade levels and are aligned to the appropriate grade-level standards. Benchmarks are the assessable units of the standards students should know and be able to do by the time they have completed the highest grade in a cluster.

The goal of the Social Studies curriculum through the prioritized standards is to prepare students to become informed and active citizens who accept their responsibilities, understand their rights, and participate actively in society and government. Modeling that effective citizens must be able to research issues, form reasoned opinions, support their positions, and engage in the political process is a central theme.

Instructional strategies and methods such as gathering information through student-centered learning guide the students to become independent, critical thinkers. Primary source based documents are embedded throughout the curriculum to analyze in order to allow student leaders to draw conclusions about events from the past. Allowing students to extend and refine their knowledge through hands-on activities and applying their knowledge through various project based learning activities are key components of learning.

Implementing an instructional balance while involving students in highly engaging reading and writing materials centered on Social Studies concepts is practiced by providing students with weekly unit based articles to discuss and form opinions on.

Throughout each unit, formative assessments, in the form of exit tickets, quick writes and teacher observations, are utilized to monitor student progress. This culminates in a summative assessment that aligns with state standards all while meeting the goal of preparing students to be informed and active citizens in their communities.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Linden Hill Elementary prides itself on providing a well-rounded education that challenges students to develop critical and creative thinking skills in a variety of curricular areas. Students in kindergarten through 5th grade participate in weekly music and visual art classes. In addition to these classes, students have opportunities to perform in the school's band, chorus, and musical theater productions. The annual district Art Show highlights the visual artwork of students at the Delaware Art Museum.

Nutrition and health education content is woven throughout the science curriculum for all students at Linden Hill. Additionally, health topics such as handwashing are taught by our school nurse to kindergarten students. Linden Hill has a school garden where students can participate in the process of growing vegetables and learning about the nutritional value of incorporating healthy food choices into their diet.

Physical education and health are offered once a week for 55 minutes. Lessons are aligned with common core standards, aiming to promote wellness, functional fitness, and social emotional learning activities. Students are provided opportunities to lead exercises and create activities as extensions to weekly lessons. Throughout the course of the school year, students learn age appropriate ways to maintain a healthy lifestyle through nutrition education.

In kindergarten, all Linden Hill students have the opportunity to learn a second language. Each kindergarten student takes a 50-minute foreign language class once a week, which focuses on Mandarin. Students have the opportunity to practice and develop their language, speaking, and listening skills. Additionally, students also learn about the culture and traditions associated with the Mandarin language.

Students develop their love for reading during weekly library classes. Students learn how to find and checkout books, develop research skills, and explore literary topics. Annual author visits connect students with engaging speakers who discuss the process of brainstorming, writing, and illustrating books. Students can also explore their own literary interests during Linden Hill's biannual book fairs. Technology is also woven throughout the library curriculum as students develop essential computer skills on their chromebooks. The student-run morning news show introduces students to skills such as broadcasting, video editing, and audio production.

Among the great extracurricular programs offered at Linden Hill is the Talented and Gifted Program (TAG). The TAG program officially begins in 3rd-grade and goes through 5th-grade. Students who are in the program participate in enrichment and accelerated activities. Activities and projects include Science Technology Engineering and Mathematics (STEM), Project-Based Learning (PBL), and critical/creative thinking. This program also coordinates the opportunity for students to collaborate with professionals outside of the school to learn how their problems, research, and projects connect with the real world.

Students in all grade levels are also given the opportunity to develop financial literacy through the Bank at School program. Through a partnership with the University of Delaware, bankers make weekly visits to Linden Hill to allow students to open a savings account, make deposits, and learn about investing.

Students at Linden Hill receive a well-rounded education with ample opportunities to explore and cultivate all interests and learning styles. By the time students graduate from Linden Hill, they are prepared to be successful in any path they choose.

3. Academic Supports

3a. Students performing below grade level:

Linden Hill's staff are exceptional at planning lessons to meet the diverse learning needs of all students. Teachers collaborate with team members, curriculum coaches, and administrators to form the best learning opportunities. Through data-driven decision making and purposeful classroom accommodations, each student receives tailored instruction.

For students that are performing below grade level, data is imperative. Grade team members consistently communicate. The goal is the same within each room; 'To provide each student with the necessary individualized support that they need in order to succeed and grow.' Teachers' classroom observation data and end of marking period data is transparent when having discussions and meetings with their grade team and curriculum coaches. All students are put into groups that match their abilities. These groups are re-evaluated depending on the academic content. Below level students are provided extra support through Response To Intervention (RTI) and additional push-in support when available. For students that are performing below grade level, communication between all team members is key!

Providing equal learning opportunities for all students is also imperative. Purposeful classroom accommodations are fundamental! In each classroom, there are students who struggle to cope in a standard learning environment. To help close the learning gap, Linden Hill strives to include the following accommodations in all their classrooms (ex: mindfulness area and flexible seating). Linden Hill staff will implement non-verbal signals, table visuals, alphabet strips, scaffolding, and various modalities to support a student's ability to demonstrate their knowledge. Additionally, our school seeks out organizations within our community to reinforce the importance of providing students with the emotional and academic support they require. We are proud to partner with Paws for People to bring emotional support animals to work with struggling readers. We utilize our local Boys and Girls Club to provide before and after school care and to support homework/school assignments within a school setting.

3b. Students performing above grade level:

Students performing above grade level, and who are not in the TAG program, participate in enrichment at Linden Hill. In 1st-grade, students participate in a pull-out program once every two weeks. The TAG Teacher takes the 1st-grade curriculum and challenges the students through the different content. These activities give students a chance to dig deeper into the topics and accelerate their learning of science, social studies, math, and reading.

Enrichment is also offered in 2nd-grade. Groups of students are selected from each 2nd-grade classroom to be pulled during RTI time. Teachers select students who are performing above grade level and need more daily enrichment. Students meet once or twice a week with the TAG teacher. The TAG teacher uses the 2nd-grade curriculum in all content areas and meets with students to help accelerate their learning. Students participate in group work, STEM activities, critical and creative thinking with reading and writing, and PBL in science and math. During this time, students are able to ask questions, research to find answers, complete projects in familiar content areas, and create models or prototypes of their projects. Along with the enrichment, students learn to collaborate and work together to successfully create and present their projects.

Fifth graders are also able to participate in an enrichment program. Students who need to be challenged with their coursework participate in a bi-weekly book club. Chapter books are chosen for this group to allow

students to have open discussions about deeper topics. The books are both challenging and engaging. During a book club session, students can be seen discussing the chapters they were assigned with open-ended and student-led questions. Students might suggest a project that could connect to the chapters or the book theme.

3c. Special education:

Linden Hill specializes in designed instruction to meet the needs of our diverse learners. We use a variety of strategies to accommodate the needs of the students that benefit from specialized instruction through an Individualized Education Program (IEP). Linden Hill is able to have designated Team Approach to Mastery (TAM) rooms in multiple grade levels, and 73% of teachers are general and special education certified. Both models are able to implement specialized instruction while also teaching general education students. This ensures that students are with their general education peers for the majority of the day. In addition, Linden Hill has two classrooms for students that require a higher level of services. In these classrooms, students experience an extremely low student to teacher ratio where their individualized instruction and social emotional instruction is presented. This helps support social deficits and high level behavioral issues. Students may also be supported through an Itinerant Support teacher, a Board Certified Behavior Analyst (BCBA), and school psychologist.

Linden Hill's special education teachers are notified of IEP meetings at least two months in advance in order to properly prepare for data collection and goal writing. A due date is assigned to ensure the draft IEP is complete and then checked by the Special Education Coordinator (SEC) to ensure compliance with state and district laws. The SEC provides feedback and drafts are sent home to families five days in advance of the meeting. Upon completion of the meeting, all paperwork is finalized and sent to the team for signatures within three days and all signed documents are uploaded to the IEP database shortly thereafter.

Student's progress on IEP goals are monitored weekly and parents are provided written progress reports each marking period. Based on the data collected, IEP goals may be revised to continue to support the needs of the students.

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

Linden Hill school provides language development support to all our English Language Learners (ELL). Students who qualify for services will receive additional services to increase their English language skill. Linden Hill provides both a push in and a pull out method. Some students are pulled out of their general education classroom to work on speaking, listening, reading, and writing in English with the ELL teacher in a small group setting. Other students are supported by the ELL teacher in the general education classroom to maximize instruction with general education peers; other students receive both types of support. The schedule of our ELL program is carefully designed so that students do not miss important content areas or specialist instruction.

At Linden Hill we understand the importance of our ELL students still participating in their grade level English classes. In order to help students be successful, our ELL teachers collaborate with their grade level English teachers in order to align standards and better support students. The goal is to work collaboratively to develop an instructional program that will be most beneficial to meet the language and academic needs of each student.

In addition to ELL services, we also offer a dual language immersion program. Students receive language support and content area instruction in both the English and Mandarin languages. Students in Linden Hill's immersion program spend half of the day learning English and half of the day learning Mandarin. Under the instruction of two teachers, our students learn science, social studies, language arts, and math in both Mandarin and English. Some students in this program will also receive either push in or pull out ELL services to enhance their English language development.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

As a Leader In Me (LIM) school, Linden Hill Elementary has committed to the understanding that developing a strong school culture and positive climate is a foundational necessity. Linden Hill creates a positive school climate in many ways. Walking through our building, you see a welcoming physical environment. The walls are brightly painted with motivational messages and reminders of the 7 Habits. Student work is displayed in a manner that honors the students' hard work. The main hallway is filled with flags of many nations that represent the diversity of the student population. Love, Excel, Achieve, Discipline (L.E.A.D.) behavior expectation posters are displayed throughout the building. They identify our schoolwide behavioral expectations in various areas, such as the hallway, bathroom, cafeteria, classroom and more. Since Collaborative for Academic, Social, and Emotional Learning (CASEL) has recognized The LIM as an effective program for social-emotional development, time is set aside in the master schedule for each classroom to have a dedicated Leadership Block. Although teachers model leadership throughout the day and use the leadership language when they're both praising and redirecting students, the leadership block provides a very important opportunity for direct instruction of leadership traits. Students have the opportunity to apply their learning as they navigate situations throughout the school day. This climate and culture supports the student's social and emotional growth, which has a positive impact on their academic performance. In itself, this is motivating to students; however, the thing that they get most excited about is the opportunity to be selected as a Habit Hero. Each week teachers select students who have been actively demonstrating one or more of the habits. Those students are recognized as Habit Heroes. They earn a Habit Hero wrist band and lanyard, they're celebrated during the LHETV morning news, and they design a blossom with their name on it to add to our 7 Habits tree. As the tree blooms throughout the year, we are reminded that we are growing leaders.

Once Covid hit and on-campus schooling was paused, we knew we had to be creative to keep students engaged and to maintain our climate and culture. Schools throughout the country experienced the stress of switching to virtual learning. LHE worked to make sure our school culture was still evident, even in the new, virtual learning world. The first thing we did was set up a schedule for car parades. Staff paraded in their cars through the students' neighborhoods at predetermined times. Students and families gathered throughout their neighborhoods. They made signs and waved and cheered as we drove by. It was important for them to see that we were still there for them, even though we couldn't be together in the school building. As the shut down continued, staff pursued ways to make meaningful connections from the festive and organized way material pick-up was coordinated, to individual food deliveries, and fun socially-distance meet and greets. Linden Hill worked to ensure we upheld our standards for a welcoming and inclusive climate, while also navigating a new, and slightly scary, socially distant world. The one constant is that LHE staff always strive to maintain an engaging and welcoming school environment for all students.

2. Engaging Families and Community:

At Linden Hill Elementary (LHE), we take pride in the many ways that we collaborate and communicate with the families and our community. We have a number of programs in place that assist in guiding our students towards success and continue to improve our school climate. Our Parent-Teacher Association (PTA), a volunteer group of parents and teachers interested in influencing the quality of student education, are a welcome addition to assisting in student successes and school improvement. The PTA has regular and direct access to the school administration and teachers, maintains awareness of neighborhood issues, monitors district policy, and keeps its membership informed. Participation in the PTA is a great way for our parents to meet others that have children in the same grade and to learn about organizations not affiliated with the school system (scouts, sports, etc.). Our PTA puts on multiple events throughout the school year to help support our students, teachers, families, and community as a whole. Throughout this past year, our PTA has organized many events, including: Restaurant Takeover at Twist'd Tomato, Milburn Pie fundraiser, a SOUPer Bowl lunch for the staff, Read-A-Thon, Grotto's Pizza fundraiser, and a TWOsday celebration.

We have many activity and program options to choose from when it comes to addressing our students' needs

and support. From supporting our parents and guardians with before and after care to addressing social, emotional, and behavioral needs of our students and families with outside resources, our community is well-rounded with assistance and guidance for all. Linden Hill has partnered with the Boys & Girls club, KinderCare, Tutor Time, Tiger Kicks, La Petite Academy, and Limestone Hills Day School, all of which provide before and after school care in addition to supportive activities for students. Linden Hill also provides social, emotional support through Paws for Reading, Center for Child Development, and Supporting Kidds. Supporting Kidds provides free services for grieving children and their families in those times of need. These outside agencies provide quality mental health services to those in need to create awareness and access to mental health resources to help support the needs of Delaware students. LHE values family and community partnerships for the success of all students.

3. Creating Professional Culture:

Professional growth is critical to the continuous cycle of improvement of the school and its professional staff. At Linden Hill the staff participates in district-wide professional development opportunities, which are aligned with common core standards that support student achievement and school improvement. Our teachers, administration, and counselors meet monthly to discuss and collaborate on interim assessment data and best practices used during Response to Intervention. It is one of our practices to have counselors as well as the special education leader join in on these meetings to ensure that strategies for our most vulnerable students are implemented. Similarly, our English Language Learners (ELL) teacher meets with classroom teachers to ensure that our ELL population is being supported.

In addition to the professional development meetings described above, Linden Hill Elementary also implements Professional Learning Communities (PLC) for reading and math. During this time teachers are able to collaborate and build on each other's lessons, creating consistent curricular and assessment materials for students. PLCs allow teachers to collaborate with each other and analyze data to inform their instruction. Linden Hill also has building based math and reading coaches to provide support to teachers. The coaches meet with individual teachers or grade level teams and help coplan lessons to ensure that the content is being instructed in a meaningful and engaging way. They analyze grade level data and help teams to identify strengths and areas of need so teachers can provide targeted support to students. Also, the coaches help ensure that instructional strategies and curricular content prepare students for higher level material by focusing on vertical alignment between grade levels.

Finally, all teachers are informally and formally observed throughout the school year by an administrator, who serves as their supervisor. After a formal evaluation, a one on one meeting is then scheduled to provide feedback and suggestions to continue teacher growth. In addition to the examples mentioned above, all principals have an open door policy as a way to encourage discussions and suggestions between administration and staff. This also serves as a way to ensure staff morale is high as it provides an informal way for teachers to share positive updates, challenges they may be facing, or simply interact with the administration team. This helps ensure that teachers feel valued not only as a staff member, but as a person. A supportive, professional environment is important to the Linden Hill Elementary staff and administration.

4. School Leadership:

The leadership philosophy at Linden Hill Elementary is based on a distributive model grounded in the shared goal of growing our staff and students into leaders. Not only do our staff and students follow the 7 Habits, our administrative team does as well. The principal and assistant principal empower their staff to have autonomy when making decisions that are best for students and support student growth by always Putting First Things First. The administrative team encourages staff to engage and take on leadership roles within the building. The Linden Hill Leadership Team consists of grade level team leaders, math and reading coaches, and representatives from special education, unified arts, and English language support which allows time for staff to Synergize as an entire building.

The Linden Hill principal and assistant principal believe having building leaders work interdependently helps ensure all stakeholders are being heard, valued, and supported. This contributes to success by making certain diverse voices and needs within the building are being addressed in a structured and meaningful way.

They Seek First to Understand by holding monthly leadership team meetings and supporting grade level leaders to run subcommittees with their individual teams on a weekly basis.

The principal and assistant principal Begin with the End in Mind and have built a cohesive team that values one another and works interdependently towards a shared vision of growth for student leaders and improved outcomes. The administrative team prioritizes faculty meetings, PLC's, and professional development opportunities by Being Proactive and planning activities that involve analyzing student data, teacher reflection, and sharing best practices to improve instructional strategies. The principal and assistant principal operate in a co-leader model, which allows staff, students, and families to easily get in touch with or seek support in a timely manner. As a result of the high capacity of leadership within the school, Linden Hill is a model of how principals can Think Win Win to support student growth and prioritize the time for staff development.

During the COVID-19 pandemic, our administrative team took on the unique role of helping our staff, students, and families adjust to the "new" normal and persevere through the unprecedented challenges. During this time, our principal and assistant principal sought ways to help our team Sharpen Their Saw in an effort to support the work-life balance and support both physical and mental health of our staff.

5. Culturally Responsive Teaching and Learning:

Love. Lead. Learn. These three simple words make up our Linden Hill motto, which encompasses how we value and approach diversity, equity, and inclusion. We offer a myriad of support services and activities to our students in order to address their needs in a culturally respectful, appropriate, and meaningful manner.

When students and families enter our building, they are welcomed into colorful hallways and immediately notice visuals that can help them feel connected and welcomed. Our main hallway displays over 60 colorful flags representing the countries of our student body. This hall leads to our related services rooms, where students receive support in special education, speech, and English language support. Having these rooms front and center, rather than in the back of the school, creates a sense of normalcy around students with exceptionalities and positively impacts our schoolwide culture.

One result of this inclusive culture is that Linden Hill is known for "giving back" to our community. These efforts include refugee assistance, food collections, clothing drives and "Holiday Helpers" for families in need. We also participate in national initiatives such as Special Olympics, World Down Syndrome Day, and the "Stop-Asian-Hate" campaign. The impact that recent social and cultural events have had on our community inspired us to adjust our master schedule to include a leadership block and social emotional learning. Our staff appreciate this opportunity to become familiar with our students in order to develop productive and trusting relationships. Most importantly, our students feel comfortable sharing their voice and perspective on these significant current events.

In an effort to show all students that we value their interests and backgrounds, Linden Hill offers a variety of extracurricular activities. Our fourth and fifth grade students have the opportunity to participate in band, choir, strings and musical theater. Students in all grades may join other activities, including computer coding, Chinese, Spanish, cooking, soccer, Science Olympiad, Odyssey of the Mind, drama, Girls on the Run, and Cricket. Students involved in these activities experience team building, learn healthy habits, accelerate their learning, and create positive friendships with a diverse group of other young learners.

Our approach to inclusivity and diversity is simplified in our motto. We show love and support to our entire community. We lead by example and expect all learners to internalize the 7 Habits of Happy Kids. We strive to model effective instructional strategies to maximize student learning. Our students, staff, and families reap the benefits of being in such a welcoming environment each and every day.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

An integral practice that has been the most instrumental to Linden Hill Elementary School's success is the participation in, Leader In Me (LIM), social emotional program. The LIM program focuses on teaching the 7 Habits of Highly Effective People and understanding that success is rooted deep within each individual and exemplified by your own actions. By understanding the 7 Habits, children are learning how to manage emotions, set goals, and how to best equip them with the life skills to maintain relationships.

An important part of each day at Linden Hill is a leadership block, built into the master schedule that focuses on explicitly teaching the habits and understanding the value of exhibiting the habits through daily practice. Each leadership lesson provides the opportunity to reflect upon personal and classroom goals. Students learn that setting and achieving goals is important to personal growth and also very rewarding. Students also learn that it is important to work as a team, or to synergize with their classmates. The leadership lessons help them focus on the importance of teamwork and ensuring that each member has an opportunity to display their personal strengths in each task and job needed to be successful.

At the beginning of each school year, across grade levels all students are given the opportunity to set goals and create a classroom mission statement. The concept of goal setting is something that is established at Linden Hill Elementary starting in kindergarten with our LIM curriculum. Students learn to set goals and have the self-motivation to strive to meet them. As a student progresses through their academic experience at Linden Hill, the concept of goal setting carries with them, but is expanded on. The students start to take ownership of their own goals versus the teacher setting the goal for them. LIM structured lessons that are presented to students in grades K - 5 help guide the students in creating a mission statement to set high expectations throughout the building.

Every week, each classroom teacher nominates a student who has exemplified a certain habit throughout to be recognized as a Habit Hero for their classroom. Students are nominated because of their intrinsic values that are portrayed by their actions.

By practicing the 7 Habits of Highly Effective People, the students of Linden Hill have set and maintained high expectations that have helped each student be successful both in school and out in the community.